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ABSTRACT

This paper reviews the history of physical education teacher education curricula in higher education in the United States, the forces that have created curriculum changes, and the development of the professional association: the American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD). The paper first discusses the initial preparation of physical education teachers in the 19th century. This section begins with the first normal school of physical education in 1861 and describes the physical education movement of the 1850s and 1860s, legislation that encouraged physical education, and educational thinking of the time. The next section describes state and privately funded physical education teacher education institutions. There follows a discussion of the 1900 to 1917 period when athletics, dance, and recreation were added to the physical education curricular format. A section on state legislation describes state policies and the impact of the work of leaders in the field in the first quarter of the 20th century. The next section looks at developments during the Depression. A section on expansion in health education, recreation, and safety education between 1941 and 1949 focuses on changes in curricula. The next section looks at the physical fitness movement of the 1950's. A final section looks at research, federal legislation, specialization, and teacher supply from the 1960's through the 1980s. Contains 52 references. (JB)

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Historical Overview of Physical Education Teacher Education Curricula in American Higher Education

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Physical education plays a major role in virtually all elementary and secondary education institutions. The reliance on physical education to teach wellness, sport, and a host of other skills and mental abilities remains an integral part of the K-12 curriculum, and is one of the few courses of study which promotes life-long learning. Despite the importance of the physical education curriculum, it has received little attention in the context of teacher education, particularly from a historical vantage point.

As a result of this neglect, there were three key purposes underlying the development, organization, and content of this article. The primary intent was to focus on the historical evolution of physical education teacher education curricula in American higher education. A secondary effort was made to identify some of the factors which were instrumental in forcing various types of curriculum changes in these teacher training programs. Lastly, the American Alliance of Health, Physical Education, Recreation, and Dance's (AAHPERD) evolution from its initial organization structure into the organization of national prominence that is recognized today was illustrated.

Initial Preparation of Physical Instructors for the Schools

The first normal school of physical education to graduate a class of teachers, the Institute for Physical Education, was established by Dio Lewis in Boston, Massachusetts on July 4, 1861.[1] Lewis employed four medical professionals from Harvard's

Medical School to teach the scientific courses of anatomy, physiology, and hygiene, as well as several prominent educators to lecture on the philosophy and methodology of pedagogy.[2] In addition, Lewis offered instruction in his "New Gymnastics," and class members were divided into small units in order to provide individuals with miniature teaching episodes.[3] In essence, the first physical education professional preparation curriculum consisted of the basic scientific courses, methods of teaching, philosophy of education, the theory and practice of two major types of gymnastics, and some practical in-house teaching experience. The Institute's program had a duration of ten weeks and trained a total of 14 teachers. A new program was offered twice each year, starting in either January or July, and during the eight years of its existence, the Institute was the only normal school preparing physical instructors for the elementary and secondary schools.[4]

The propelling forces behind a physical education movement in the United States' elementary and secondary schools during the 1850's and 1860's were three-fold. One issue dealt with the nation's physical welfare. Lacking a system of compulsory military training, "the enormous enrollment in the education institutions enhances their importance as an agency of general physical education."[5]

A second factor was the foreseeability of some school administrators who realized the harmonious relationship between mental and physical well-being. This was particularly true in

cities such as Boston, St. Louis, and Cincinnati. Although the majority of proponents advocating physical training for the public schools were not "able to overcome either the obstacles of lack of funds, facilities, and trained leaders, or the general skepticism regarding the value of the work."[6]

A third agent entailed legislation for physical education. John Swett, Superintendent of Public Instruction of the State of California, was instrumental in securing the first state legislation for physical education in the public schools in the United States.[7] A mandatory clause in the California school laws of 1866 provided that regular instruction and attention be given to "such physical exercise for the pupil as may be conducive to health and vigor of the body, as well as the mind."[8]

In the years following Lewis' founding of the Institute, 1860-1900, many normal schools were established either by private or public organizations, or by specific individuals. A representative sample of these schools and institutes have been listed in Table 1.

Certain similarities existed in the operation of these schools. Because the biological sciences were taught by medical personnel, the curriculum included such courses as corrective physical education, physical diagnoses, anatomy, physiology, and principles of movement (kinesiology). These schools also included a variety of "innovative" courses, including:

> (A)ll teacher institutions provided music to accompany exercises, instruction in exercise progressions, voice training, marching tactics, apparatus work, aesthetic dancing for women, corrective gymnastics, a variety of sports, and teaching experience within the school and in public schools.[9]

State and Privately Funded Physical Education Teacher Education Institutions

Professional preparation or teacher training programs in physical education were organized in state and privately funded institutions during the last decade of the 19th century. Additionally, the State Normal School at West Chester, Pennsylvania, began its physical education teacher education (PETE) program in 1890; Michigan State University in 1893; the universities of California and Nebraska in 1897; the University of Illinois in 1898, and the University of Wisconsin in 1899.[10]

Perhaps the most recognized and renowned teacher training program among private institutions, aside from Harvard University, was Oberlin College's, established by Delphine Hanna in 1892. Oberlin College's PETE program was an extensive two-year program which contained the following science oriented curriculum:

> The program included courses in chemistry, physics (mechanics), physiology, anatomy, osteology, myology, zoology, histology, comparative anatomy, psychology, drawing, history of physical education, orthopedics, elocution, first aid, and hygiene.[11]

The PETE program at Oberlin College was reorganized and extended to a four-year program in 1899. In addition, Oberlin Hanna were to have a tremendous influence on the future of physical education, as the program's alumni included such students and future leaders as Jesse Williams, Thomas Wood, Fred Leonard, and Luther Gulick.[12]

These certificate programs were geared toward preparing classroom teachers to direct physical activity classes during school hours and at recess. The new full college course leading to a bachelor's degree in physical education, however, was designed to prepare graduates to go into schools, colleges, YMCAs or YWCAs, and teach physical education in a full-time capacity.[13]

The first four institutions of higher education to offer an academic degree with specialization in physical education were Harvard, Stanford, Nebraska, and Oberlin College.[14] In terms of the University of Nebraska's program, Robert Clark planned and procured official recognition for a major in physical education leading to a bachelor's degree. The four professional courses then offered at Nebraska were: law, teaching, medicine, and physical education. The last professional course was put into effect in the fall of 1897. However, it was Clark's successor at Nebraska, W. W. Hastings, who actually put the physical education major into action, as Clark returned to the faculty at the Springfield School. The first graduate of the Nebraska physical education program was a woman, Alberta Spurck, who graduated in June 1900.[15]

Also during this time, William G. Anderson conceived the plan of a national organization to promote the physical education profession and to facilitate an exchange of ideas among teachers of physical education. Consequently, in 1885, Anderson invited his colleagues and friends to meet at Adelphi Academy in Brooklyn, New York. The end result of this meeting was the formation of the Association for the Advancement of Physical Education, of which Edward Hitchcock was elected the first president.[16]

A Time for Athletics, Recreation, and Dance

The period of 1900 to 1917 saw athletics, dance, and recreation being added to the curricular format in physical education teacher training programs. In 1902, only 16 normal schools were preparing teachers of physical education. By 1914, professional preparation was being provided by 24 institutions in the United States.[17] There was a tremendous diversity amid such programs and a definite need existed for establishing uniform standards among them, as sport became a major component of the entertainment industry.[18]

Leaders in PETE programs recognized the implications of the sports movement, and began incorporating appropriate coursework into their preparation repertoire for physical educators. As such, a multitude of courses were added to the curricula in the fundamental skills and strategies of athletic sports. For example, the University of Wisconsin reorganized its PETE program

in 1911, and as a result, physical education majors were required to take 14 different sports offerings. Columbia University added preparation in athletic sports in 1915.

Shortly before the United States entered World War I, the University of Illinois formulated plans to introduce a four-year athletic coaching program in with the College of Education leading to the bachelor's degree.[19] This proposal may well have been the forerunner of the present coaching endorsement and certification programs. These curricular additions were in response to a growing demand for teacher-coaching combinations in elementary and secondary schools. Combining the two roles, however, was a strategic decision that had some long-term negative consequences on the professional image of physical education and physical educators in general.

In 1908, C. W. Hetherington advocated leadership training in recreation, and he contended that the logical place to teach such a course was in PETE programs. Hetherington felt that leadership training in recreation would be beneficial to all teachers, regardless of their area of specialization, so the professional preparation curriculum eventually included "Recreation Leadership."[20]

Dance was a curriculum segment that was inherited from earlier physical education programs for women. Folk, square, and social dance were activities that would be appropriate and valuable offerings in the elementary and secondary physical education programs, and PETE leaders subsequently placed greater emphasis on their development.

There were two other significant events during this era. In 1901, the Teachers College of Columbia University, inspired by Thomas Wood, became the first institution to offer the master's degree with a specialization in physical education.[21] Secondly, the American Association for the Advancement of Physical Education changed its name in 1903 to the American Physical Education Association.[22]

State Legislation for Health and Physical Education

The demand for teachers in both health and physical education was increased as a result of state legislation during the period of 1918 to 1929, growing from 17 in 1921 to 39 in 1930.[23] As a result of the demand for educators, higher education responded by increasing the number of its PETE programs. In 1919 there were 26 normal schools offering teacher training programs in health and physical education. By 1925, 92 such institutions existed that offered four-year PETE programs while another 26 offered three-year programs, and the 1930 figure reached 210.[24]

During this time period, Hetherington proposed that the training of physical education teachers was best suited in the department, college, or school of education as opposed to a liberal arts college or school.[25] This was also a period when the first school of health and physical education within a university was established. The University of Oregon initiated the program in 1920, and it was duplicated at Stanford University in 1924.[26] This format lent itself to specialized departments, as schools of health, physical education, and recreation (HPER) were not accustomed to the preparation of producing teachers and coaches. HPER personnel were also preparing individuals for employment via preparation in allied fields (athletics, dance, safety education, and recreation) outside the realm of formal educational settings.

Hetherington also "believed that certification of physical education teachers properly enforced by state departments of education would improve the quality of professional training programs."[27] This belief and its theme were the focal points underlying the Conference of Professional Training of Physical Education held in 1927.

Tests and measurements became a viable curriculum fixture during this era. Anthropometrical measurement and strength tests yielded to physical achievement tests and measures of cardiac efficiency. Tests and valuative measures were deemed necessary to classify pupils for purposes of instruction, to measure

achievement, and to motivate the learning process. In addition, these objective instruments were geared toward accountability.

Courses in the principles and philosophy of physical education also began to appear around 1925. This was due, in large, to the "new physical education movement" originally advocated by Thomas D. Wood and Clark Hetherington and which prospered in the 1920's under the able leadership of Jesse Feiring Williams and Jay Nash.[28]

Interestingly, the University of Washington offered a major in recreation at this time and that the universities of Illinois, Nebraska, Washington, and Wisconsin presented a four-year professional curriculum in athletic coaching leading to the bachelor's degree.[29] In addition, in 1924 Columbia's Teachers College and New York University were the first schools in the United States to offer a doctoral program with specialization in physical education. The University of Pittsburgh and Stanford University offered the first doctor of education for specialization in physical education in 1929. By 1930, 28 institutions were offering graduate work in physical education.[30]

The Depression, Recreation, and the Basic Philosophy of PE

The depression, the field of recreation, and the basic philosophy of physical education were the dominant influences on the professional preparation programs in physical education from 1930 to 1940. The economic crisis brought about by the depression resulted in major budget cuts for physical education

programs, and approximately 40% of public schools dropped physical education and other "frill" programs from their curricula.[31] In addition to physical education programs in art, music, home economics, and industrial arts were also reduced or eliminated in many schools.

Lacking the discretionary income to pay for the varied entertainments to which they had become accustomed during the 1920's, the general population participated in less expensive community recreation programs. Attendance at community recreation centers, for example, more than doubled between 1932 and 1934.[32]

Just as there had been a "battle of the systems" to establish which type of gymnastics was best suited for use in physical education programs during the 19th century, a similar conflict arose in the 20th century. This skirmish, however, involved philosophies and schools of thought that would emerge to influence the direction of physical education. Education of the physical, because it neglected psychomotor, character, and intellectual education, became an antiquated philosophical concept.[33]

Some of the results of these factors as they related to the PETE program curricula included an increased emphasis on recreation courses in health and physical education programs. This was an attempt to meet the recreational needs of the American population and to provide job opportunities outside the field of education for students seeking such an avenue. Many

physical education teachers also utilized recreation as a source of employment for summer income or supplementary income.

Second, there was greater emphasis placed on sports and physical activities that could be conceived as having carry-over value for leisure time purposes. Lifetime sports or activities such as golf, tennis, archery, and bowling became important course offering in PETE programs.

Third, health and physical education continued to combine in the establishment of joint departments. In turn, health instruction offerings expanded to encompass personal, community, and school health as well as methods courses in elementary and secondary health education. Additionally, there was a greater awareness and concern in the area of adaptive physical education.

And fourth, there were increased offerings in a curriculum that was already overcrowded. By 1930, talk had begun of unloading the latest teaching trends, driver education and safety education, upon the overburdened twin or triplet educator of health, physical education, and coaching.[34] This is also significant in that 400 institutions were offering professional training in physical education minus any standardization format or formal accrediting process. An illustration of this concept occurred in 1930 when "the California State Department of Education made public a study of 28 college catalogues showing that courses listed for teacher preparation in physical education were found under 671 different titles."[35]

This era saw the American Physical Education Association undergo one merger and two name changes. On June 28, 1937, the APEA and Department of School Health and Physical Education of the National Education Association merged and the APEA became the American Association for health and Physical Education.[36] Thus, the AAHPE became a department of the National Education Association. In 1938, the legislative council of the AAHPE approved the change in its title to the American Association for Health, Physical Education, and Recreation.[37]

The year 1930 also marked the beginning of publication of the AAHPER's two primary periodicals, the Journal of Health and Physical Education and Research Quarterly. These two publications served as the principal method of disseminating information regarding the profession and professional practices. Research Quarterly was devoted exclusively to the publication of research articles and the results of research studies. The Journal of Health and Physical Education was an outlet for general information regarding pertinent professional matters and topics of concern. Both periodicals have experienced name changes and currently exist as the Journal of Physical Education, Recreation and Dance and the Research Quarterly of Exercise and Sport.

Expansion in Health Education and Recreation

The PETE curriculum in physical education did not experience any drastic changes during the years of 1941 to 1949. Conversely, health education, recreation, and safety education witnessed a tremendous amount of growth and expansion.

The interest in school health education was very strong and the demand for health teachers and health educators kept pace with the prevailing concerns of the nation. As an outgrowth of the National Conference for Cooperation of Health Education in 1946, curriculum revisions or additions were suggested to include: instruction in the basic sciences (anatomy, physiology, bacteriology), personal and community health, school health problems and child hygiene, methods and materials of health instruction, observation in health services, and practice teaching in the health programs of public schools.[38]

Also, the preparation of teachers in driver education and safety education began during this time period, and by 1949, approximately 200 teacher training institutions offered preparatory courses in these areas.[39]

The years following World War I produced yet another surge of interest in school, public, industrial, and commercial recreation. Consequently, the need for qualified recreation personnel pyramided and teacher-training institutions responded by broadening and diversifying their curriculum offerings and programs.

World War II brought the focus of physical education back to the issue of physical fitness. Public opinion favored legislative action to improve the physical fitness of youth and all signs indicated the need for a national effort was in order.[40] In a general sense, health and physical education received a tremendous uplift from the Educational Policies Commission of 1944. The Commission stated that "physical education was not only indispensable to health but also contributed to the development of recreation skills and interests as well as desirable social experiences."[41]

The Veterans Rehabilitation Act and the Servicemen's Readjustment Act of the 1940's had a dramatic effect on higher education, and on PETE programs specifically. In physical education, male physical education teachers increased from a low 495 in 1945 to a high of 7,548 by 1950.[42]

Three other notes from this period are instrumental because they address academically related issues. From a 1941 survey dealing with teacher supply and demand, the Commission of Teacher Education and Professional Standards of the National Education Association indicated that most physical education programs were too coaching-oriented.[43,44]

The third curriculum matter related to a 1946-1947 survey in which those involved in the undergraduate preparation of physical education teachers (n=361) were asked to respond to a questionnaire regarding the basic course content in their degree program. The courses were categorized into four areas:

biological sciences, psychology, hygiene, and required technical or theory courses. Fifty-three percent (n=192) of the institutions responded to the request for information, and the typical PETE curriculum was found to include:

Required Theory Courses: Physical education and athletic skills, organization and administration of physical education, first aid, organization of recreation, organization of health, corrective physical education, philosophy and principles of physical education, tests and measurements in physical education, history of physical education, and physical inspection (diagnosis).

Biological Sciences: Anatomy, zoology, physiology, kinesiology, and physiology of exercise.

Psychology: General psychology and educational psychology.

Hygiene: Personal hygiene, community health, and mental health.[45]

The AAHPER continued to be a very active conduit for professional development in the 1930's and 1940's. The organization revised its constitution, incorporated state and regional affiliates, and expanded vastly in terms of both its membership and its national recognition and status.

Physical Fitness, Research, and Athletic Training

The Korean Conflict and the published results of the Kraus-Weber Test of Muscular Fitness sparked a physical fitness movement that began in the 1950's. The President's Council on

Youth Fitness, established by President Eisenhower in 1955, was a direct result of these two forces. The name of the council has undergone numerous changes since its founding, but the mission of the council has remained the same since its inception in 1955; something substantial had to be done to deal with the deplorable physical condition of the nation's youth.

Adaptive physical education programs began receiving greater attention when physical educators realized their field of specialization could make a quality contribution to students exhibiting various types of disabilities. Subsequently, PETE programs began offering more courses in adaptive physical education to meet the demand for qualified personnel.

As research became more abundant in health, physical education, and recreation, courses became more specialized and diversified. Courses such as exercise physiology, motor learning, scientific principles of coaching, psychology of coaching, sociology of sport, motor development, and special instructional methods surfaced.

Preparation in health education continued to be assessed and updated. In 1955, the National Conference on Undergraduate Health Education made the following recommendations regarding a minor in health education: (1) A minor program should consist of 15 to 20 semester credit hours in the health and health education areas. (2) The health area should include personal and community health, vital statistics, epidemiology, and nutrition. (3) The health education area should include methods and materials,

health services, healthful school living, safety education, and organization and administration of the school health program.[46]

Most PETE curriculum formats or structures contained a basic safety education course in order to satisfy requirements in health education and driver education programs. While safety education did not prosper, driver education did, and became an integrated part of the secondary school curriculum by the late 1950's.

Recreation continued to flourish in this period and was slowly gaining a state of independence. While most PETE programs still made allowance for one or two courses of recreation in their programs of study, recreation had the enrollment demands and interest to be independent. As a result, many institutions began offering a non-teaching major in recreation.

Movement education presented a relatively new concept, and, consequently, course offering. Movement education represented an innovative approach to teaching physical education at the elementary school level. The concepts underlying this method of instruction originated in England during the 1930's and gradually found their way to the United States by way of Canada.

Athletic training courses became more formalized and comprehensive during the 1950's. This was due in part to the formation of the National Athletic Trainers Association (NATA) in 1950. Legal liability and litigation also influenced and forced attention to this course offering.

A milestone in terms of standardizing teacher preparation programs in health, physical education, and recreation began in 1954. The accrediting function of the American Association of Colleges of Teachers Education was transferred to the National Council of Accreditation of Teacher Education (NCATE). In 1960, the AAHPER decided to accept NCATE as the accrediting agency for professional training institutions in its field. Under this arrangement, the state departments of education granted certification only to graduates of professional training institutions which had been accredited by NCATE.[47]

Research, Federal Legislation, Specialization, and Teacher Supply

The 1960's, 1970's, and 1980's resulted in several factors which significantly impacted the curricular structure in PETE programs. Among the change agents were research, federal legislation, specialization, teacher demand, and the physical fitness movement that germinated in the 1950's.

The quantity and quality of research and research projects had a significant impact on the content, course structure, and quality of instruction in PETE programs. An appreciation of this concept can be gleaned from attendance at the Research Consortium at a national or regional AAHPERD convention. For example, the Research Consortium at the 1982 AAHPERD Convention in Houston, Texas offered a participant 155 research papers, 158 research

abstracts, 19 research symposiums, and reports on the results of 36 research projects.[48]

As for federal legislation, Title IX of the Educational Amendment Act of 1972 and Public Law 94-142, the Education for All Handicapped Children Act of 1975, were two primary measures which became pertinent to PETE programs.

Specialization altered the content and structure of PETE programs. Certification requirements for K-6, 7-12, and K-12 entailed many similar, yet some unique or special preparation. Thus, movement education, perceptual motor learning, dance and rhythmic activities, games of low organization, and basic locomotor skills would apply to the aspiring elementary physical education teacher, but the same courses might not prove to be as beneficial to someone who was seeking certification in secondary physical education.

The coaching certification or endorsement was another illustration of the specialization era. PETE programs took the initiative in the 1970's to establish coaching endorsement programs. The end result of this creativity was the fact that aspiring coaches no longer had to be qualified physical education teachers in order to coach interscholastic athletics.

The law of supply and demand has confronted PETE programs in recent years. As of 1965, there were 539 colleges and universities offering teacher education programs in physical education.[49] However, in the 1985-1986 academic year, placement officials anticipated a surplus of teachers in only one field,

physical education.[50] The initial alternative was to encourage students to secure certification in a second teaching area. More recently, the survival skills of creativity and imagination led professional preparation bodies toward diversification. Physical educators in higher education now prepare students for a host of new jobs, occupations, or professions outside the realm of education, as illustrated in Table 2.

Physical fitness continued to be a guiding light in the justification of qualified physical educators, and PETE programs. Kenneth Cooper's aerobic exercise programs of the 1960's, the emphasis on health-related physical fitness, the AAHPERD's Health-Related Physical Fitness Test, and the present wellness movement are all examples of the physical fitness force that continues to exist in the United States.

In 1974, the AAHPER changed its form of government and became the American Alliance for Health, physical Education and Recreation. Then in 1981, the Alliance recognized the former dance section, originally born in 1932, as a National Association of Dance (NAD), and added the word "dance" at the end of its already lengthy title.[51]

Today's organization consists of 50 state association of HPER, six district associations made up of state associations, and the Alliance itself. There are also seven national associations under the auspices of the AAHPERD, including: American Association for Leisure and Recreation (AALR), American School and Community Safety Association (ASCSA), Association for

Advancement of Health Education (AAHE), Association for Research, Professional Councils and Societies (ARPCS), National Association for Girls' and Women's Sports (NAGWS), National Association of Sport and Physical Education (NASPE), and the National Association for Dance (NAD).[52]

The National Association for Sport and Physical Education (NASPE) has created nine academies concerned with the various subdisciplines of physical education. These academies conduct periodic meetings, sponsor programs at the national convention, and offer members a newsletter regarding academy matters. The academies include: motor development, sport sociology, philosophy, history, sport psychology, exercise physiology, curriculum and instruction, kinesiology, and sport art.

The AAHPERD has also increased is quantity and quality of publications. The Alliance now produces three monthly periodicals: Health Education Journal, Journal of Physical Education, Research and Dance, and UPDATE; and one quarterly, Research Quarterly in Exercise and Sport.

Summary

The core of the PETE curriculum has remained fairly consistent over the past 128 years. The biological sciences and hygiene, although greatly expanded, are commonalities and vital elements in today's PETE curriculum.

Professional theory courses have evolved gradually over time. Some were required because they focused on conveying essential knowledge within the discipline of physical education. Others, deemed elective courses, allowed students to pursue areas of diversification.

PETE curricula was once very specific, offering preparation to prepare individuals to teach physical education in elementary and secondary schools. As time progressed, however, this mission began to entail preparation for coaching, health education, safety and river education, and recreational leadership. This represented a classic illustration of American higher education's continual attempt to make a contribution to societal improvement.

The present surplus of physical education teachers has stimulated the development of courses to prepare students for expanded career opportunities. As a result, most PETE programs have retained their essential core elements and required theory courses while expanding their elective course offerings.

Specialization has also expanded, as most health and recreation programs have established their own departments and appropriate curricula. Specialized instruction, expanded academic matter, and job diversity have demanded and necessitated such a separation from physical education.

Societal demands, above all else, have been responsible for altering the professional preparation curriculum in physical education. This trend is likely to continue indefinitely because of the human nature which encourages taking jobs and creating

professions to service mankind and society as a whole. This is simply one of the inherent characteristics of American higher education.

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Table 1.

Institutions Offering Physical Education Teacher Training, 1860-1900

Institution	Founding Year
American Gymnastics Union	1866
Sargent School of Physical Education	1881
YMCA International Training School at Springfield College	1886
New Haven Normal School of Gymnastics	1886
Chautauqua School of Physical Education	1888
Boston Normal School	1889
School of Physical Education at George Williams College	1890
Posse-Nissen School of Physical Education	1890
Savage School of Physical Education	1898

Table 2.

Physical Education and Sport Career Opportunities

School Settings	Nonschool Settings
Elementary School	Community Recreation/Sports Program
Junior High School	Industrial Recreation Programs
High School	Commercial Sport Club
Junior/Community College and University	Youth-serving Agencies
Basic Instruction Prgms	Preschools
PETE Programs	Health Clubs
Adapted Physical Educ	Military Personnel Programs
Overseas School Programs	Resort Sport Programs
Military School Programs	Geriatric Programs
	Correctional Institution Programs

Coaching Opportunities	
Interscholastic Programs	Commercial Sport Clubs
Intercollegiate Programs	Community Sport Programs
Private Sport Camps	Military Sport Programs

Fitness and Health-Related Opportunities	
Cardiac Rehabilitation	Space Fitness Programs
Sports Medicine	Corporate Fitness
Movement Therapy	Sports Nutrition
Health Clubs	Athletic Training
Community Fitness Prgms	Weight Control Spas
Military Personnel Prgms	

Sports Management Opportunities	
Athletic Administration	Sport Organization Administration
Sport Facility Management	Health Club Management
Commercial Sport Club Management	Sport Information
	Sports Retailing
Community Recreation/ Sport Management	Industrial Recreation
	Resort Sport Management
Intramurals/Campus Recreation	

Table 2, continued.

Physical Education and Sport Career Opportunities

Sport Media Opportunities

Sport Journalism	Sport Broadcasting
Sport Photography	Sport Art
Writing Sport-Oriented Books	

Sport-Related Opportunities

Sport Law	Sport Officiating
Professional Athlete	Dancer
Entrepreneur	Sport Statistician
Researcher	Sport Consulting